

In the Roman Catholic schools, which are mainly French-speaking, as the Protestant schools are English-speaking, the administration is in the hands of the Catholic Committee of the Council of Public Instruction, with a French Secretary. General elementary and continuation or "complementary" training is given by means of a curriculum, extending over one preparatory "year", six "years" of an elementary course, and two "years" of a complementary course. Some of these "years" require more than a year to complete, the completion of the "sixth year" corresponding in a general way to the end of the elementary grades, or high school entrance, in other provinces. Beginning in the school year 1929-30, a new superior course of three "years" beyond the complementary course was provided for. These are called the ninth, tenth and eleventh "years". Over 5,200 students were enrolled in the third year of introduction of the change.

**Trends in Expenditure on Education.**—The general economic improvement of 1934 was not reflected in school support. This, however, was to have been expected by reason of school expenditures being made largely out of public funds, budgeted in advance, with the result that school support in any year reflects the general economic conditions of the previous rather than the current year. The highest point of school expenditures was in 1930-31, a year or more later than the peak of business activity; and since the lowest level of general business was in 1933, it was to be expected that school support would show little improvement before 1934-35.

The total expenditures on universities, colleges, and schools of all kinds was about \$139 million in 1934, and the sum came from different sources in approximately the following proportions: Dominion Government, 1.8 p.c.; Provincial Governments, 20.8 p.c.; counties (3 provinces), 2.1 p.c.; school administrative units, 61.8 p.c.; pupils' fees, 8.0 p.c.; endowments, 1.7 p.c.; other sources, 3.8 p.c. The amounts represented by the last three constituent percentages went mainly to universities, colleges and private schools.

The summary hereunder indicates the trend of finances in the provincially-supported school systems (not including universities and private schools) for the latest few years. It is not possible to show for all of the provincial systems how much money was spent yearly, but it can be shown approximately how much was available from current revenue. This is the figure in the first column of the summary. The second column indicates the amount of their long-term debt, from the annual increase of which a conception of the annual amount spent that did not come from current revenue may be gained.

SUMMARY STATISTICS OF PROVINCIAL SCHOOL SYSTEMS.

Year.	Total Current Revenue Recorded.	Debenture Indebtedness (Maritimes excepted).	Average Daily Attendance.
	\$	\$	No.
1926.....	98,973,963	167,811,490	1,512,341
1927.....	101,114,760	172,103,471	1,535,669
1928.....	104,840,380	178,390,420	1,573,211
1929.....	110,635,919	187,554,530	1,604,545
1930.....	114,245,654	202,293,780	1,681,671
1931.....	116,893,852	207,396,475	1,726,304
1932.....	115,886,313	214,086,984	1,764,127
1933.....	109,065,862	218,141,213	1,794,571
1934.....	102,087,342	212,442,429	1,811,242